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Executive Summary

Mission

The mission of the Life Skills Center of Indianapolis will be to provide its students with a comprehensive and positive educational experience leading to a high school diploma. It will serve at-risk (dropouts) young adults, ages 16-22 years, in a non-traditional high school (grades 9-12) environment.

Community Needs

The City of Indianapolis, like most large U. S. cities, has numerous at-risk young people who are prime candidates for and potential beneficiaries of our Life Skills Center. As with most of the larger cities, there are hundreds/thousands of young people that are not now, nor have they recently been, educationally served. To the extent that we can educate these young people and have them earn a high school diploma, not only will they benefit, but also all of society will reap the benefits.

Educational Foundation

The Life Skills Center's educators will offer a comprehensive and positive educational experience for high school youth who seek a non-traditional learning environment. The Center's educators will offer to each student the knowledge, desire, and confidence needed to succeed with academic and workplace goals. They will also strive to teach, guide, and support each student through educational growth and development. The program is presented using individualized computer-assisted instruction, coupled with a strong life skills program. Consistent with the Center's education plan, staff will utilize the appropriate materials, such as language arts, writing, social studies, science, and mathematics (or graduation exam or other state performance tests as dictated by State law).

The major focus of the curriculum directly aligns with the Center's mission of personalized, basic, and enhanced learning opportunities for grades 9-12 students whose parents, or they, have opted for an alternative education, using the latest technological delivery systems. Thus, the focus of the curriculum is based on teaching students the basic educational subjects and skills they need to flourish in life: reading, language arts, mathematics, social studies, and science, using the Plato Learning software program which is aligned with most state standards. The curriculum will have the breadth and depth to provide students the required courses to comply with state requirements to earn a diploma.

Educational Goals

The Center's entire operation will be guided by the following broad goals and measurements:

- The Center's student body's passage rate of the ISTEP testing program will improve by a minimum of five (5) percent each year;
- Students will test above a ninth grade level on the TABE (Test of Adult Basic Education) Assessment prior to graduating from the Center;
- The Center shall improve its graduation rate by five (5) percent each academic year;
- The Center shall increase its enrollment by a minimum of twenty-five (25) percent each year until such time as it reaches capacity of 800;
- The Center's student body attendance rate shall increase by two and one-half (2 ½) percent each year;
- The Life Skills Center of Indianapolis will develop productive, viable citizens who can make the transition from school to work;
- Students will become comfortable with technology (particularly computers) and understand and use technology for present and future learning; and
- Using a self-paced academic program, students will take responsibility for their own learning through the development of self-monitoring and self-assessment skills.
-

Programs will emphasize reading, writing, citizenship, science and mathematics (and/or graduation exam or other state mandated assessment/performance tests). For internal diagnostic use and to assess student progress, the Test of Adult Basic Education (TABE) will be administered to all students upon entry into the program.

Business Plan

It is anticipated that White Hat Management will be contracted as the EMO to manage the Life Skills Center of Indianapolis. Their contract will require a remittance of 97 percent of the qualified gross revenue (except charitable grants) and 97 percent of all grants or funding of any kind generated by White Hat Management to them. In return, White Hat Management will provide all costs incurred in providing the educational program. Such costs shall include, but not limited to required staffing, educational programs, technology, advertising, insurance, facility rent, occupancy costs, training, supplies, books, capital expenditures, and other education related items. In addition, White Hat Management will assume all financial risks associated with the operations of the Life Skills Center of Indianapolis. The contract will also address the advancement of funds by White hat Management and the repayment of funds by the Center to cover their liabilities until funding from the State of Indiana begins.

In addition to the contract with White Hat Management, it is assumed that the Life Skills Center of Indianapolis will incur expenses in the areas of Directors' and Officers' insurance, legal fees, accounting and auditing fees, and other miscellaneous expenses.

Implementation Capacity

Probably the most accurate indicator of one's future success in providing educational excellence is one's past performances and successes in providing the same. Accordingly, as stated previously, the Life Skills Center of Indianapolis will be based upon an extremely successful model currently being used at several different sites in the State of Ohio. It is with extreme pleasure that the following facts or stories are presented as examples of our numerous successes.

- To date, the Ohio LSC's have graduated 997 students who now possess a regular high school diploma (not a GED). Not only have these individuals accomplished something that will improve the quality of their life, but also society, in general, has and will continue to benefit;
- At the end of this spring session, they anticipate another 500 students graduating with the same benefits as stated above; and
- The Ohio LSC's now serve over 2600 Life Skills Center students.

Perhaps the most telling stories of our Centers' successes are the following selected comments from some of our current students:

- "I think that it really gives people another chance to try and do something with their lives." – Bethany, of Cleveland
- "I enjoy learning in a positive environment that promotes success in education. The teachers are very concerned about our future and I am inspired by the Life Skills Center in my everyday living." – Ayeisha, of Cleveland
- "Sometimes you try and try in regular school and still can't succeed, and that's when you need a program like this. I always have something to do at Life Skills." – Tamoica, of Youngstown
- "I am learning here what I need to help me in the future. If I need help with anything, I can always get it. Life Skills of Warren makes me want to come to school." – Jonuse, of Warren
- "The Life Skills Center is such a nice environment to learn in. All the teachers are very nice and supportive." – Bruce, of Akron
- "At the Life Skills Center, you can't fall behind because you work at your own pace." Josh, of Akron

I. Our Vision

A. Mission

The mission of the Life Skills Center of Indianapolis will be to provide its students with a comprehensive and positive, educational experience leading to a high school diploma. It will serve at-risk (dropouts) young adults, ages 16-22 years, in a non-traditional high school (grades 9 – 12) environment.

The major instructional delivery system will utilize the latest technology. This will be augmented with certified teachers and instructional aides.

B. Need

A couple of years ago, Dr. Suellen Reed, Superintendent of public Instruction in the State of Indiana, made the following remark. “We do know that approximately one-third of Indiana students lack essential language and math skills. We should all be seriously concerned about this situation. It is vital that students, teachers, parents, and everyone who is interested in these students’ futures and the future welfare of the state take steps to assure that all students achieve mastery of the essential skills. ... The consequences of having one-third of Indiana students leave school without having mastered essential reading, writing, and mathematics skills are dire.”

If, in fact, students are graduating and leaving school without mastering the essential language and math skills, what must the situation be for those students who have dropped out of school or who will soon be dropping out?

Actually, Indianapolis Public Schools projected enrollment presents some very alarming data. For example, projections show that of the 4129 students enrolled in the ninth (9th) grade for the 1998-1999 school year, only 1410 were projected to be in the twelfth (12th) grade for the 2001-2002 school year. Likewise, of the projected 4049 students in the ninth (9th) grade for the 2001-2002 school year, only 1299 are projected to become twelfth graders in the school year 2004-2005.

Indiana law states that charter schools are to be established to provide innovative and autonomous programs that among other things serve different learning styles and needs of public school students and offer public school students appropriate innovative choices. The Life Skills Center of Indianapolis will do exactly that!

The Life Skills Center of Indianapolis will provide programs primarily using a delivery system that differs from most traditional, graded high schools found in this country. The use of computer-based programs, supplemented by certified staff, offers the opportunity to serve students whose experiences have not been favorable using the traditional methods.

Hundreds, if not thousands, of 16-22 year olds in this geographical area have either dropped out of high school or are currently struggling to “keep their head above water.” It is this type of young person that we are interested in helping.

Not only is the instructional delivery system different than those found in most of the traditional high school settings, but so is the scheduling. It will be designed to help accommodate each student's unique needs.

The Center will operate on a twelve-month academic schedule, thus providing the opportunity for flexibility in student scheduling. Additional flexibility will be provided by the fact that each school day will be divided into a minimum of three different sessions (e.g. 8:00 am to noon; 10:15 am to 2:15 pm; 1:30 to 5:30 pm; and in some cases a fourth evening session). The actual session times will be determined by the circumstances and needs found at the individual Center. This flexibility can be very helpful for the student who holds an outside job, for the student-parent, or a variety of other circumstances. In any case, each student will attend one of these intensive, academic sessions designed for individual learning. In addition, each student must complete an additional learning opportunity activity (employment, volunteer work, job shadowing, or some practical experiential learning experience) that equals an hour a day.

The Center will also be staffed with a full-time Family Advocate. This will be a qualified, licensed person whose job it will be to support students, parents, and staff. Generally speaking, this person's overall goal will be to facilitate smooth transitions and reduce the effects of any social baggage that may hinder a student's academic and/or growth and development. Examples of these services will include individual and group student meetings covering such topics as behavior, chemical dependency, stress management, crisis management, conflict resolution, and anger management. Also included will be mediation for staff and administration, classroom consultation, parent conference support, social service assessment and coordination, home visits, community visits, and community referrals.

Why do we believe that the concept of a Life Skills Center will help meet the needs of an at-risk, aged 16-22 year old population? The answer is simple! Under the management of White Hat Management, this concept has already been tested and found to be effective. Thus, what we are proposing is based upon an extremely successful model currently being used at multiple sites in the State of Ohio.

Accordingly, it is firmly believed that the uniqueness of the items such as those described above, will not only enhance, but will greatly expand the educational options available to our at-risk, targeted student population.

C. Goals

The entire operation of the Life Skills Center of Indianapolis will be guided by the following broad goals and measurements:

Academic Performance

- The Center's student body's passage rate of the ISTEP testing program will improve by a minimum of five (5) percent each year – Using the Center's first

year of operation as a baseline, the passage rate for the ISTEP test shall increase five (5) percent annually.

- Students will test above a ninth grade level on the TABE (Test of Adult Basic Education) Assessment prior to graduating from the Center – Using each student's entry TABE exam as baseline, the Center will re-administer the exam prior to graduation to make a determination of gain.
- The Center shall improve its graduation rate by five (5) percent each academic year – Using the Center's first year of operation as a baseline, the Center's graduation rate shall increase 5 percent annually until such time as the school graduates a minimum of twenty (20 percent of its average daily membership).

▪ Organizational Viability

- The Center shall increase its enrollment by a minimum of twenty-five (25) percent each year until such time as it reaches capacity of 800 – Student enrollment shall be monitored on a regular basis.
- The Center's student body attendance rate shall increase by two and one-half (2½) percent each year – Using the first year of operations as a baseline, the average attendance of the student body will increase by two and one-half (2½) percent on an annual basis.

▪ School Specific

- The Life Skills Center of Indianapolis will develop productive, viable citizens who can make the transition from school to work – One hundred (100) percent of all students will report their employment information to the Center's Vocational Specialist who shall maintain student employment records and assist those students who are ready to find employment.
- Students will become comfortable with technology (particularly computers) and understand and use technology for present and future learning – Using a networked system, teacher shall monitor student computer time on a daily basis.
- Using a self-paced academic program, students will take responsibility for their own learning through the development of self-monitoring and self-assessment skills – Students will not progress and earn credit without taking the time to complete their assignments at a minimum eighty (80) percent mastery levels.

II. Who We Are

A. Founding Group

Leadership information may be found in Attachments A-1-8

III. Educational Services Provided

A. Educational Philosophy

Virtually all the students that the Life Skills Center of Indianapolis will attract have failed (dropped out) or become very frustrated with the traditional educational institution. Therefore, it would not seem practical to offer the same old thing. By offering a non-traditional setting, coupled with a different delivery system, and an extremely flexible schedule, we can better meet the needs of this targeted population.

The model that the Life Skills Centers established in Ohio, certainly demonstrated that it can and does meet the diverse needs of the targeted students. Each program will be individualized to meet the needs of each student.

B. Curriculum

In general, the curriculum will be presented via computer using the Plato software. This will be augmented by teacher/instructional aide assistance or supplementary hard copy, as individually needed. Core courses will include the following:

- Math 1A&B
- Algebra 1A&B
- Geometry 1A&B
- Calculus 1A&B
- Trigonometry 1A
- English 1A&B
- Reading 1A
- English 1A&B
- English 2A&B
- Reading 2A&B
- Writing 1A
- Writing 2A&B
- Speech 1A
- American History 1A&B
- World Culture 1A&B
- Government 1A&B
- Government 2A&B
- Science 1 A
- Chemistry 1A
- Physics 1A

Course titles, descriptions, and skills/objectives may be found in Attachment B.

One of the benefits of our particular curriculum is the fact that a student, based upon entry data, begins at his/her own level. Progression to the next level can then only take place when he/she reaches an eighty (80) percent mastery level of the current material.

In addition to the IEP's, limited English proficient learners, and disabled students, like all other students, will have an Individual Learning Plan developed by a team of professionals which will be designed to meet their particular needs.

The curriculum alignment might be best illustrated by the following brief example. The Plato Writing 2A course parallels a specific Standard. The Indiana Academic Standards, English/Language Arts, Standard 5 calls for a tenth (10th) grade student to "...compose business letters." The Plato software curriculum, Writing 2 A is, in part, designed to develop the exact skill.

C. Assessment

The Life Skills Center of Indianapolis will meet the requirements of the assessment system applicable under Public Law 221, administer and comply with all other State of Indiana mandatory assessment and testing requirements, and will comply with other relevant assessments required by the Indiana State Board of Education.

In addition to the above, an individualized learning plan (ILP) will be created for each entering student based upon his/her credits, grade level, test results, and other pertinent educational information received. Initial placement will be determined this input.

Within the Center's course of study, certain subject objectives are identified as being critical skills. Critical skills are those skills considered crucial for learning at each grade level. From these critical skills, Pupil Performance Objectives (PPO's) are developed which specify the condition, behavior, and criterion under which a critical skill will be assessed. For example, given the basic addition facts in vertical format with addends of two digits or less, the student will add with eighty (80) percent accuracy.

Assessment is an on-going evaluation of student progress that takes place at all grade levels and for all courses. Basic to the computer delivery system, a student must reach a mastery level of at least eighty (80) percent before he/she is permitted to proceed to the next one. Likewise, additional assessment occurs through such strategies as observations, oral presentations, reports, role-playing, review, projects, and quizzes/tests (oral, written, computer-generated, etc.).

The above-mentioned assessment processes have been in use for the last few years and have been very effective in the Ohio Centers; especially those that have been operational for more than three (3) years. Student performance has shown marked improvement over anything in the past for most students. Thus, they have proven to be instrumental in accomplishing the mission of the Centers,

D. Special Student Populations

The Center will directly meet the needs of students with special needs by providing for appropriate assessment, program design or adjustment, and the utilization of special education teachers and language tutors, as needed. Tutors will work at the Center under the direction of the special education teacher. The provisions for the special needs student will

be provided within the regular classroom as much as educationally feasible. Inclusion is the goal of all service delivery. The individualized instructional program for all students will enable the school to monitor student progress on a continual basis.

Students who may be having learning, behavior, or language communication difficulties in school due to special needs will first receive modified instruction from the regular education staff. These modifications will include, but are not limited to, adapting materials, assignments, evaluations, and computer pacing. Students who continue to experience difficulty will be referred to an Intervention Assistance Team. This team, consisting of regular education personnel, special education personnel, and an administrator, will meet to strategize alternatives and, subsequently, evaluate the effectiveness of those strategies. If the team suspects a disability, a recommendation for a formal assessment using a multidisciplinary team will be made. A teacher or parent may also request this multi-factored evaluation. After the assessment has been completed, the multi-disciplinary team will meet with the student's parent(s) and/or the adult student to discuss the results. The team will then make a placement determination. This placement may consist of the regular education classroom with some modifications regular education placement with supplemental help from the special education staff, or part day placement in a resource room with a special education teacher and/or tutor. Students who are qualify for special education services will be reevaluated at least every three (3) years following the initial evaluation. Reevaluations may also be conducted anytime at the request of the parent(s), adult student, or staff.

Students with limited English proficiency will be evaluated to determine the education approach that best meets their needs and leads to the timely acquisition of the level English proficiency needed to succeed in school. Programs will be evaluated by applying the U.S. Office of Civil Rights standards of adapting strategies that work, or promise to work, on the basis of past practice or in the judgment of experts in the field. The Intervention Assistance Team will consider the following programs, or a combination of them, immersion approach, pullout English classes, inclusion instruction, and individual tutoring.

Related services will be provided as determined by the Individualized Education Program Team. These services may include speech, occupational therapy, physical therapy, transportation, and any other that meets the student's needs as defined by applicable Federal statute or State laws.

The special education teacher(s), school psychologist, and school administrator will be responsible for the general supervision of the identification, location, and evaluation activities/services for students who are suspected of being disabled ad for the provisions of a Free and Appropriate Public Education to students with exceptionalities within the Center.

IV. Organizational Viability and Effectiveness

A. Budget and Financial Matters

The forecasted estimated costs and revenues for the Center from the start-up through the third year of operation may be found in Attachment C. The assumptions made in the financial projections are as follows:

- It is assumed that the Charter will be approved in October 2002. The pre-opening phase will be in November 2002. The Center will open in July 2003;
- It is assumed that the Center's first year enrollment will be 300 and will increase by 150 students per year to an estimated total enrollment of 800; and
- The enrollment estimates are based upon the current dropout statistics in the Indianapolis area

The contract will require Life Skills Center of Indianapolis to remit 97 percent of the qualified gross revenue (except charitable grants) and 97 percent of all grants or funding of any kind generated by White Hat Management to them. In return, White Hat Management will provide all costs incurred in providing the educational program. Such costs shall include, but not limited to required staffing, educational programs, technology, advertising, insurance, facility rent, occupancy costs, training, supplies, books, capital expenditures and other educational related items. In addition, White Hat Management will assume all financial risks associated with the operations of the Life Skills Center of Indianapolis. The contract will also address the advancement of funds by White Hat Management and the repayment of funds by the Center to cover their liabilities until funding from the State of Indiana begins. A sample contract may be found in Attachment E.

In addition to the contract with White Hat Management, it is assumed that the Life Skills Center of Indianapolis will incur expenses in the areas of Directors' and Officers' insurance, legal fees, accounting and auditing fees, and other miscellaneous expenses.

Obviously, marketing is a critical function for any school just opening its doors for the first time. An integrated marketing plan, encompassing the elements of information, public relation, advertising, and recruitment, will be launched for approximately twelve (12) weeks in conjunction with the grand opening of the Life Skills Center of Indianapolis. This is a tested and convincing plan that will provide a broad outreach, including those who are traditionally less informed of their options. These events or elements will begin about eight (8) weeks prior to the Center's opening and continue for approximately four (4) weeks after. After this four (4) week post-opening period, the new Center will then revert back to the traditional marketing and recruitment strategies.

At the time of the lease signing, "Coming Soon" information will be incorporated into the crawl messaging and locations pages of the following Life Skills Center website (www.lifeskillscenters.com). Over the course of the first two (2) to three (3) weeks, press releases will be disseminated to the appropriate print and broadcast new outlets, and EMO executives will be available for interviews with various media. At three (3) weeks into the

campaign, a literature drop will be executed to 30,000 homes within a nearby area. At week four (4), a classified advertising liner campaign of eight (8) weeks duration will immediately be launched in targeted sections of the local newspaper(s).

At six (6) weeks into the campaign, the public transportation (normally bus tail ads) and radio elements of the advertising campaign will be launched for a four (4) week duration. Brochures, fliers, and collateral materials with new addresses and phone numbers will be designed and scheduled for production and distribution to new and existing centers.

At seven (7) weeks into the campaign, the cable television elements of the campaign will commence, for a two (2) week duration. A second literature drop will be executed to 30,000 homes nearby the Center's location. A second round of press releases will be disseminated to appropriate print and broadcast new outlets, and once again company executives will again offer to be available for interviews with radio, print, and television media.

B. Governance and Management

The Life Skills Center of Indianapolis shall be governed by the Board of Directors who shall be responsible for the carrying out the terms of the Charter. The Board will be the highest policy-making authority of the Center and will approve all policies and procedures. The Board will delegate day-to-day decision-making to an Administrator and in its sole discretion may retain outside expertise to assist in the management and operation of the Center. The Board will abide by and comply with all applicable federal, state, and local regulations.

As positions become available, it will be the desire of the Board of Directors to attract quality members who (1) show a genuine concern for the education of today's young adults, (2) bring some form of expertise to the group, (3) form a cross-section of the area's various professions/occupations, and (4) have knowledge of the community from which the student body will be attracted. The Board will carryout an aggressive search for new and future members, as needed.

The Board of Director's current intention is to retain White Hat Management (EMO), of Akron, Ohio, to provide an academic program, facilities management, personnel management, financial and grants management, marketing, and all other aspects of school operation in behalf of the Board in exchange for a negotiated percentage of the gross revenues of the Center.

The selection of White Hat Management is based upon their proven success in the development and operations similar to the proposed Life Skills Center of Indianapolis. In 1998 (immediately after the Ohio Legislature authorized community/charter schools), they opened and continue to operate two (2) elementary Academies in Akron, Ohio and (2) two in Cleveland, Ohio. They currently manage eight (8) such Academies and have authorization to open more. Likewise, White Hat Management currently and successfully operates eight (8) grades 9-12 Life Skills Centers in the State of Ohio and will be opening a minimum of four (4) more for the 2002-2003 school year. Each of the Academies and Life Skills Centers were organized and opened by this EMO.

Both the Administrator and the Management Company will report to the Board on a regular basis. The Administrator will also report to White Hat Management. All of the Center's employees will report to the Administrator. It will be both the Administrator's and the Management Company's responsibility to implement the Board's policies and to report to them regarding policies, and to make appropriate recommendations for their consideration.

An organizational chart may be found in Attachment D.

C. Transportation

The Life Skills Center's strategic plan includes conducting a GIS survey of the Indianapolis market area to determine the best possible location for its first site. Although a site has not been identified at this time, it is anticipated that the Center will be located in a central location, connected to the public transportation system; thus, providing all at-risk students in Indianapolis with the opportunity to attend the Center. This model, having been implemented in Ohio, has proven successful in providing for healthy enrollment at the Centers.

In the case of special needs students, the Center's IEP team will develop whatever means are necessary to transport a student according to the provisions included in a given student's Individual Education Plan.

Attachment B

Courses/Descriptions/Outcomes

1. **Course Title:** Math 1A
Grade Level: Grades 9-12

Course Description: This course is designed to provide instruction in two different areas. First, it covers all computation skills, from counting through basic number ideas, addition, subtraction, multiplication, division, fractions, decimals, ratio, proportion, percent, and basic geometry, and measurement. Secondly, through the use of interactive scenarios, the learner has the opportunity to exercise his/her problem-solving skills, demonstrate his/her knowledge of math, and see math concepts as they relate to real life. Plato computerized curriculum will provide the appropriate basic strategies for learning.

Course Outcomes: At the end of this course, the student will have obtained a sufficient mastery level of the materials covered to be able to do the following:

- ✓ Relate the basic math operations to one another (e.g., multiplication and division are inverse operations);
- ✓ Perform basic computational functions;
- ✓ Understand and apply these acquired, prerequisite skills as a basis and tool for functioning in future math-related course work; and
- ✓ Understand and apply these acquired skills as a basis and tool for everyday life situations.

2. **Course Title:** Math 1B
Grade Level: Grade 9-12

Course Description: This course is designed to provide instruction in the following two general categories of math: applied math and pre-algebra. First, it presents the practical mathematics skills essential for success in the modern workplace, including using the 24-hour clock, estimating answers, converting U.S. Standard to metric measurements, and using common measurement tools. Secondly, it provides the student with the foundation skills he/she will need to understand and apply algebraic concepts. Some of the topics in this part of the course include exponents, square roots, variables, linear equations, coordinate plane, and probability. Plato computerized curriculum will provide the appropriate basic strategies for learning.

Course Outcomes: At the end of this course, the student will obtain a sufficient mastery level to be able to do the following:

- ✓ Convert linear, weight, and volume measurements (U.S. Standard to metric and visa versa);

**Attachment B
(Continued)**

- ✓ Using time applications (including the 24 hour clock), calculate time in various time zones;
- ✓ Know and be able to apply bases, rates, and portions;
- ✓ Use and apply these acquired, prerequisite skills as a basis and tool for functioning in future math-related course work; and
- ✓ Use and apply these acquired skills as a basis and tool for everyday life situations.

3. **Course Title:** Algebra 1A
Grade Level: Grades 9-12

Course Description: This course is designed to provide instruction in two areas. First, it begins by building on the information presented in pre-algebra. From there, it covers sets and numbers, polynomials and factoring, and math sentences, following up with application exercises. Secondly, the intermediate phase of this course covers topics such as rational expressions, graphs, systems of equations, and probability. Plato computerized curriculum will provide the appropriate basic strategies for learning.

Course Outcomes: At the end of this course, the student will have obtained a sufficient mastery level of the materials covered to be able to do the following:

- ✓ Have a working knowledge of sets and numbers, polynomials and factoring, and math sentences;
- ✓ Use and apply these acquired, prerequisite skills as a basis and tool for functioning in future math-related course work; and
- ✓ Use and apply these acquired skills as a basis and tool for everyday life situations;

4. **Course Title:** Algebra 1B
Grade Level: Grades 9-12

Course Description: This college-level course is designed to prepare the student for the high-technology jobs of today. It presents instruction in numbers and their properties, equations and inequalities, coordinates and curves, functions and their graphs, and exponential functions. In addition, it provides the student with the skills necessary to understand concepts such as right angle trigonometry, circular functions, trigonometric identities, and equations. Lastly, the concepts of probability and statistics math are covered. Plato computerized curriculum will provide the appropriate basic strategies for learning.

Attachment B (Continued)

Course Outcomes: At the end of this course, the student will have obtained a sufficient mastery level of the materials covered to be able to do the following:

- ✓ Perform appropriate mathematical operations on/with the above-mentioned concepts;
- ✓ Through the use of hypothetical problem-solving exercises, an understanding and ability will be acquired to apply these skills to everyday life situations; and
- ✓ Acquire a working knowledge of these mathematical concepts and skills sufficient to enter the high technology job market of today.

5. **Course Title:** Geometry 1A
Grade Level: Grades 9-12

Course Description: This course is designed to cover basic geometric and measurement concepts, such as the Pythagorean Theorem, angles, circles, metric measurements, triangles and lines, polygons, transformations, symmetry, area, circles, solids, and coordinate geometry. Plato computerized curriculum will provide the appropriate basic strategies for learning.

Course Outcomes: At the end of this course, the student will have obtained a sufficient mastery level of the materials covered to be able to do the following:

- ✓ Understand and apply these acquired, prerequisite skills as the basis and tool for functioning in future math-related course work; and
- ✓ Understand and apply these acquired skills as a basis and tool for everyday life situations.

6. **Course Title:** Geometry 1B
Grade Level: Grades 9-12

Course Description: This course is designed to teach both reading and math skills essential for a student's success in today's fast-paced workplace. The student will learn to create, use, and interpret pie charts, line graphs, bar graphs, pictographs, histograms, and flow charts. Plato computerized curriculum will provide the appropriate basic strategies for learning.

Course Outcomes: At the end of this course, the student will have obtained a sufficient mastery level of the materials covered to be able to do the following:

- ✓ Assemble data and create an appropriate visuals (pie chart, bar graph, line graph, table, pictograph, histogram, and flowcharts) that accurately presents the information;

Attachment B (Continued)

- ✓ Have the ability to interpret data presented in any one of the above-mentioned ways;
- ✓ Understand and apply these acquired, prerequisite skills as a basis and tool for functioning in future math-related or reading-related course work; and
- ✓ Understand and apply these acquired skills as a basis and tool for everyday life situations.

7. **Course Title:** Calculus 1&2
Grade Level: Grades 9-12

Course Description: This course is divided into two parts. First, the student will be introduced to the fundamentals of differential and integral calculus. This will provide a foundation for further study in calculus, or in other fields where knowledge of calculus is required. Topics included are limits, derivatives derivatives of trigonometric functions, chain rule and related rates, tangent line approximations and differentials, applications of the first derivative, applications of the second derivative, general properties of continuous and differentiable function, the indefinite integral, the definite integral, the fundamental theorem, geometrical applications of the definite integral, and physical applications of the definite integral. The second part of the course includes the fundamentals of differential and integral calculus. It provides high-effective instruction and practice in inverse functions, techniques of integration, application of the integral, sequences, and series. Plato computerized curriculum will provide the appropriate basic strategies for learning,

Course Outcomes: At the end of this course, the student will have obtained a sufficient mastery level of the materials covered to be able to do the following:

- ✓ Understand the basic fundamental concepts related to the above-mentioned topics; and
- ✓ Understand and apply these acquired, prerequisite skills as a basis and tool for functioning in future math-related course work;

8. **Course Title:** Trigonometry
Grade Level: Grades 9-12

Course Description: This is a college-level course designed to provide the student with the skills necessary to exercise problem solving using the algebraic and trigonometry concepts learned in Algebra 1B. Plato computerized curriculum will provide the appropriate basic strategies for learning.

Attachment B (Continued)

Course Outcomes: At the end of this course, the student will have obtained a sufficient mastery level of the materials covered to be able to do the following:

- ✓ Through the use of hypothetical problem-solving exercises, an understanding and ability will be acquired to apply these skills to everyday life situations; and
- ✓ Understand and apply these acquired, prerequisite skills as a basis and tool for functioning in future math-related course work.

9. **Course Title:** English 1A
Grade Level: Grades 9-12

Course Description: This course is designed to have the student study and practice the essential reading skills such as parts of speech, comparisons, compound words, cause and effect words, prefixes, homonyms, homophones, etc. Other reading skills are also examined, such as finding the main idea, what happened next, and drawing conclusion, and forming a personal opinion. Finally, emphasis is placed on vocabulary and reading stories. Plato computerized curriculum will provide the appropriate basic strategies for learning.

Course Outcomes: At the end of this course, the student will have obtained a sufficient mastery level of the materials covered to be able to do the following:

- ✓ Understand word clues, such as prefixes, suffixes, parts of speech, tenses, homonyms, homophones, similes, synonyms, antonyms, etc.:
- ✓ Upon reading a piece of literature, identify the main idea(s), what happened next, drawing conclusions, determine cause and effect, and forming a personal opinion;
- ✓ Understand the concepts as stated above and use them in everyday life; and
- ✓ Utilize these reading skills and apply them in future course work.

10. **Course Title:** Reading 1
Grade Level: Grades 9-12

Course Description: This comprehensive curriculum is designed to help the student advance to the eighth grade equivalency in basic reading. It teaches the learner how to make new words, understand new words, think about what he/she reads, and more effectively comprehend what he/she reads, ultimately helping him/her to make more informed judgments about reading materials. Last, but not least, emphasis is also placed on vocabulary and reading stories. Plato computerized curriculum will provide the appropriate basic strategies for learning.

Attachment B (Continued)

Course Outcomes: At the end of this course, the student will have obtained a sufficient mastery level of the material covered to be able to do the following:

- ✓ Read at a minimum of an eighth grade equivalency;
- ✓ Apply the above-mentioned reading strategies to literature and documents;
- ✓ Comprehend what is presented in the printed word;
- ✓ Understand and apply these acquired, prerequisite skills as a basis and tool for functioning in future reading-related course work; and
- ✓ Understand and apply these acquired reading strategies as a basis and tool for everyday life situations.

11. **Course Title:** English 2A
Grade Level: Grades 9-12

Course Description: This course is designed to extend the learner's knowledge and practice with the following reading strategies: using prior knowledge when you read; discovering facts and opinions; using a question/answer strategy; making inferences; locating what's important; summarizing what's important; using graphics to help you understand; visualizing when you read; and monitoring your comprehension. In addition, the learner is allowed to build his/her own customized vocabulary tutorials to help prepare for lessons, assignments, and tests by adding strategic new words to his/her active vocabulary. Plato computerized curriculum will provide the appropriate basic strategies for learning.

Course Outcomes: At the end of this course, the student will have obtained a sufficient mastery level of the materials covered to be able to do the following:

- ✓ Show evidence of an improve vocabulary;
- ✓ Show evidence of improved reading strategies;
- ✓ Through practice reading, will show an improved knowledge base in literature;
- ✓ Understand and apply the skills learned/enhanced to future course work; and
- ✓ Understand and apply these acquired skills as a basis and tool for everyday life situations.

12. **Course Title:** English 2B
Grade Level: Grades 9-12

Course Description: This course is designed to help the student develop his/her reading comprehension and critical thinking skills needed to master state-mandated high school tests and college entrance exams. It also teaches specific strategies that are key to

Attachment B (Continued)

history, and the sciences. In addition, the learner is allowed to build his/her own customized vocabulary tutorials to help prepare for lessons, assignments, and tests by adding strategic new words to his/her active vocabulary. Plato computerized curriculum will provide the appropriate basic strategies for learning.

Course Outcomes: At the end of this course, the student will have obtained a mastery level of the materials covered to be able to do the following:

- ✓ Show evidence of an improved vocabulary;
- ✓ Show evidence of improved reading strategies;
- ✓ Through practice reading, will show an improved knowledge base in social science, literature, history and science;
- ✓ Understand and apply the skills learned/enhanced to future course work or required testing; and
- ✓ Understand and apply these acquired skills as a basis and tool for everyday life situations.

13. **Course Title:** Reading 2A
Grade Level: Grades 9-12

Course Description: This course is divided into three parts. Part I is designed to teach the student the skills generally learned in grades 9-12. It promotes improved reading comprehension by teaching practical reading strategies, with additional instruction in interpreting complex reading selections in the areas of drama, poetry, novels, and short stories. Part II is designed to help the student develop the reading comprehension and critical thinking skills he/she will need to master state-mandated high school tests and college entrance exams. It also teaches specific strategies key to read college-level material in social studies, literature, history, and the sciences. Part III is a vocabulary builder. Plato computerized curriculum will provide the appropriate basic strategies for learning.

Course Outcomes: At the end of this course, the student will have obtained a sufficient mastery level of the materials covered to be able to do the following:

- ✓ Show evidence of an improved vocabulary;
- ✓ Show evidence of improved reading strategies;
- ✓ Through practice reading, will show an improved knowledge base in drama, poetry, novels, and short stories;
- ✓ Understand and apply the skills learned/enhanced to future course work or required testing; and
- ✓ Understand and apply these acquired skills as a basis and tool for everyday life situations.

**Attachment B
(Continued)**

14. **Course Title:** Reading 2B
Grade Level: Grades 9-12

Course Description: This course is designed to teach the student key reading comprehension and critical thinking skills he/she will need to work with and understand the written resources found in a typical workplace. He/She will learn strategies for reading and using the information found in short messages, business letters, reference and technical materials, directions, forms, and reports. Plato computerized curriculum will provide the appropriate basic strategies for learning.

Course Outcomes: At the end of this course, the student will have obtained a sufficient mastery level of the materials covered to be able to do the following:

- ✓ Will be able to read most workplace materials and summarize or paraphrase their content;
- ✓ Understand and apply key reading comprehension strategies and critical thinking skills to future course work; and
- ✓ Understand and apply key reading comprehension strategies and critical thinking skills to everyday life situations.

15. **Course Title:** Writing 1
Grade Level: Grades 9-12

Course Description: This course is designed to teach the foundation skills necessary to write well. Besides providing instruction in the grammar and mechanics skills required to produce documents in Standard English, this curriculum also walks the student through the writing process from idea development to organization to revision. Plato computerized curriculum will provide the appropriate basic strategies for learning.

Course Outcomes: At the end of this course, the student will have obtained a sufficient mastery level of the materials covered to be able to do the following.

- ✓ Identify the various parts of speech;
- ✓ Know how to use the various parts of speech;
- ✓ Properly apply punctuation and capitalization;
- ✓ Properly apply sentence structure and paragraph development;
- ✓ Understand and apply these skills as a basis and tool for functioning in future course work; and
- ✓ Understand and apply these acquired skills as a basis and tool for everyday life situations.

**Attachment B
(Continued)**

16. **Course Title:** Writing 2A
Grade Level: Grades 9-12

Course Description: This course is designed to teach the learner a proven writing process aimed at writing in the workplace. Here, the student will learn to write concise, yet effective business forms, notes, memos, directions, business letters, meeting documents, and reports. Also part of the curricula, this course teaches the student essential listening and speaking skills key to effective interpersonal communication and team building, as well as how to listen to and give presentations. Plato computerized curriculum will provide the appropriate basic strategies for learning.

Course Outcomes: At the end of this course, the student will have obtained a sufficient mastery level of the materials covered to be able to do the following:

- ✓ Be able to write business forms and letters;
- ✓ Be able to write notes and short memos;
- ✓ Will write clear and concise directions;
- ✓ Be able to have improved listening and speaking skills;
- ✓ Ability to handle all aspects of small group communications;
- ✓ Will be able to make effective presentations; and
- ✓ Understand and apply these acquired, prerequisite skills as a basis and tool for functioning in future academic and workplace situations.

17. **Course Title:** Writing 2B
Grade Level: Grades 9-12

Course Description: This course is designed to teach the student key reading comprehension and critical thinking skills that he/she will need to work with and understand the written resources found in a typical workplace. He/She will learn strategies for reading and using the information found in short messages, business letters, reference and technical materials, directions, forms, and reports. Plato computerized curriculum will provide the appropriate basic strategies for learning.

Course Outcomes: At the end of this course, the student will have obtained a sufficient mastery level of the materials covered to be able to do the following:

- ✓ Read short messages;
- ✓ Read business letters and forms;
- ✓ Read reference and technical materials;
- ✓ Read and interpret directions;
- ✓ Read business reports; and

**Attachment B
(Continued)**

- ✓ Understand and apply key reading comprehension strategies and critical thinking skills to a future workplace or future course work.

18. **Course Title:** Speech
Grade Level: Grades 9 –12

Course Description: This course is designed to provide communication instruction in one-on-one situations, small group or conference situations, and larger group presentations. Speech preparation techniques, types of speeches, elements of speeches, and delivery techniques will be explored. As a culminating activity the student will be asked to prepare and deliver three different types of speeches, using the techniques and strategies presented. Outside materials will be required of the student as determined by the classroom instructor.

Course Outcome: At the end of this course, the student will have obtained a sufficient mastery level of the materials covered to be able to do the following:

- ✓ Understand and demonstrate various openings for different types of speeches;
- ✓ Understand and demonstrate various closing statements for different types of speeches;
- ✓ Understand and demonstrate various speech preparation techniques;
- ✓ Understand and demonstrate various types of speeches;
- ✓ Understand and demonstrate various speech delivery techniques;
- ✓ Deliver an extemporaneous speech;
- ✓ Prepare for and participate in a role-playing conference with a hypothetical topic; and
- ✓ Prepare for and deliver a five (5) minute speech on a topic mutually agreed upon with the classroom instructor.

19. **Course Title:** American History 1A
Grade Level: Grades 9-12

Course Description: This is designed to provide the student with a survey course covering the key concepts and information found in high school geography, economics, behavioral science, political science, and U.S. history courses. Plato computerized curriculum will provide the basic strategies for learning, along with assigned supplemental materials.

Course Outcomes: At the end of this course, the student will have obtained a sufficient mastery level of the materials covered to be able to do the following:

**Attachment B
(Continued)**

- ✓ Have a basic knowledge of geography, including the following topics: location, physical features, population distribution, environment, conservation, and personal space;
- ✓ Have a basic knowledge of economics, including the following topics: scarcity, economic systems, production, division of labor, goods and services, consumption, circular flow of economic activity, and public policy;
- ✓ Have a basic knowledge of behavioral science, including the following topics: culture, norms, social systems, socialization, stratification, cultural change, conformity, and interaction;
- ✓ Have a basic knowledge of political science, including the following topics: political power, political systems, separation of powers, legislative power, executive power, judicial power, civil rights, and civil responsibility;
- ✓ Have a basic knowledge of U.S. History, including the following topics: colonization, sectionalism, geographic expansion, economic expansion, social expansion, quest for equality, quest for national security, changing lifestyles, and the future of the United States; and
- ✓ Understand and apply these acquired, prerequisite skills as a basis and tool for functioning in future social studies-related course work

20. **Course Title:** American History 1B
Grade Level: Grades 9-12

Course Description: This is designed to provide the student with an extension of the concepts found in the survey course covering the key information found in high school geography, economics, behavioral science, political science, and U.S. history courses. Plato computerized curriculum will provide the basic strategies for learning, along with assigned supplemental materials.

Course Outcomes: At the end of this course, the student will have obtained a sufficient mastery level of the materials covered to be able to do the following:

- ✓ Have an extended knowledge of geography, including the following topics: location, physical features, population distribution, environment, conservation, and personal space;
- ✓ Have an extended knowledge of economics, including the following topics: scarcity, economic systems, production, division of labor, goods and services, consumption, circular flow of economic activity, and public policy;
- ✓ Have an extended knowledge of behavioral science, including the following topics: culture, norms, social systems, socialization, stratification, cultural change, conformity, and interaction;

Attachment B (Continued)

- ✓ Have an extended knowledge of political science, including the following topics: political power, political systems, separation of powers, legislative power, executive power, judicial power, civil rights, and civil responsibility;
- ✓ Have an extended knowledge of U.S. History, including the following topics: colonization, sectionalism, geographic expansion, economic expansion, social expansion, quest for equality, quest for national security, changing lifestyles, and the future of the United States; and
- ✓ Understand and apply these acquired and expanded skills as a basis and tool for functioning in future social studies-related course work.

21. Course Title: World Culture
Grade Level: Grades 9-12

Course Description: This course is designed to provide instruction in world culture by examining the following general areas: origins of today's world; the Mediterranean and Southwest Asia; Africa; Asia; Europe; the Caribbean, Central and South America; and North America. The student will be given the opportunity to learn and practice various skills related to the specific topic being studied, such as evaluating information, identifying main ideas, determining historical evidence, etc. Since much of history has been expressed in people's writings, the student will have the opportunity to read stories, legends, poems, and shorter passages that describe what life was like for people of other places and times. By studying and learning about the past, it is the ultimate goal of this course to develop a reflective attitude in the student, which will lead to more enlightened decisions in the future. Outside materials will be required of the student as determined by the classroom instructor.

Course Outcomes: At the end of this course, the student will have obtained a sufficient mastery level of the materials covered to be able to do the following:

- ✓ Understand and be able to verbalize the relationship between the past and the present;
- ✓ Understand and be able to verbalize the intertwining of economics, geography, political systems, culture, belief/spirituality systems, and history;
- ✓ Understand and be able to verbalize the relationship between people and environment;
- ✓ Recognize the economic systems of the various societies;
- ✓ Understand what is meant by "culture" and verbalize how it is transmitted from place to place and from one age to another;
- ✓ Describe beliefs, legends, myths, and heroes/heroines of various cultures in different times and places;

Attachment B (Continued)

- ✓ Describe and verbalize the several comparative political systems, both past and present; and
- ✓ Write a paper on the relationship and interdependence that exists between and among the nations of the world today.

22. **Course Title:** Government 2A
Grade Level: Grades 9-12

Course Description: This is designed to be a survey course covering the key concepts and information found in high school geography, economics, behavioral science, political science, and U.S. history courses. Writing assignments are required. Plato computerized curriculum will provide some of the appropriate basic strategies for learning. In addition, supplementary materials are required and used.

Course Outcomes: At the end of this course, the student will have obtained a sufficient mastery level of the materials covered to be able to do the following:

- ✓ Have a working knowledge of geography concepts, such as location, physical features, population distribution, environment, conservation and preservation, and personal space;
- ✓ Have a working knowledge of economic concepts, such as scarcity, economic systems, production, division of labor, goods and services, consumption, circular flow of economic activity, and public policy;
- ✓ Have a working knowledge of behavioral science concepts, such as culture, norms, social systems, socialization, stratification, cultural change, conformity, and interaction;
- ✓ Have a working knowledge of political science concepts/principles, such as political power/process, political systems/culture, separation of powers, legislative power, executive power, judicial power, civil rights, civil responsibility;
- ✓ Have a working knowledge of history concepts, such as colonization, the founding of a nation, sectionalism, geographic expansion, economic expansion, social expansion, quest for equality, quest for national security, changing lifestyles, and the future of the United States;
- ✓ Explain what the Bill of Rights is and how it came about; and
- ✓ Understand and apply these acquired, prerequisite skills and knowledge as a basis and tool for functioning in future social studies course work.

23. **Course Title:** Science 1
Grade Level: Grades 9-12

Attachment B (Continued)

Course Description: This course is divided into two separate parts. First, it is designed as a survey science curriculum. This interactive course provides instruction and review on topics commonly taught in chemistry, physics, biology, and earth sciences. Secondly, it provides the learner with an exciting exploration of modern technology systems. Through experiential learning, the student is asked to manipulate interactive simulations in an effort to discover the basic concepts and principles that underlie mechanical, fluid, heat, and electrical systems., This course will be especially useful for the student preparing for the. ACT Work Keys Applied Technology Assessment. Plato computerized curriculum will provide the appropriate basic strategies for learning.

Course Outcomes: At the end of this course, the student will have obtained a sufficient mastery level of the materials covered to be able to do the following:

- ✓ Have a basic understanding of the electronic structure of atoms, ionic and covalent chemical bonds, chemical reaction, solutions, and acids, bases, and salts;
- ✓ Have a basic understanding of measurement of physics, atomic and molecular theory, motion and energy of matter optics and wave motion, electric and magnetic energy, and nuclear physics;
- ✓ Have a basic understanding of biological perspective, chemistry of life, cell theory, energy in cells, homeostasis, reproduction, genetics, heredity, evolution, waste removal, transport systems, chemical control, nervous system, behavior, disease, health, population and environment, energy flow, ecology, and people in the Biosphere;
- ✓ Have a basic understanding of astronomy/space, earth in space, composition of the earth's crust, exogenous processes, endogenous processes, earth history, oceans of the world, the atmosphere, and the weather;
- ✓ Have a basic understanding of mechanical systems, fluid systems, heat systems, electric systems, and relative vocabulary; and
- ✓ Understand and apply these acquired, prerequisite skills as a basis and tool for functioning in future science-related course work.

24. **Course Title:** Chemistry 1
Grade Level: Grades 9-12

Course Description: This course is designed in two parts. First, it will teach the basic concepts relating to the measurement and manipulation of chemical substances. It will help the student develop strong reasoning abilities by stressing the application of information and principles to the solutions of problems involving numerical calculations. Secondly, the course will present the traditional content of second-semester chemistry, thermodynamics, and electrochemistry, It

Attachment B (Continued)

also examines the behavior of the chemical elements, focusing on each individual element group. Plato computerized curriculum will provide the appropriate basic strategies for learning.

Course Outcomes: At the end of this course the student will have obtained a sufficient mastery level of the materials covered to be able to do the following:

- ✓ Have a basic understanding of the metric system, uncertainty in measurement, and dimensional analysis;
- ✓ Have a basic understanding of the classification of matter;
- ✓ Have a basic understanding of the atomic theory, structure of atoms, and masses and relative masses;
- ✓ Have a basic understanding of chemical nomenclature, the mole, empirical and molecular formulas (using and determining chemical formulas), balancing chemical equations, and mass relationships in reactions;
- ✓ Have a basic understanding of Hess's law, heats of formation, bond energies, and calorimetry;
- ✓ Have a basic understanding of properties of gases, relations among P, V, T, and n, the ideal gas laws (derivation and applications), and Kinetic-Molecular theory of gases;
- ✓ Have a basic understanding of the experimental basis for the quantum theory, energy levels of the hydrogen atom, electron arrangements in atoms, multi-electron atoms, the periodic table, trends in atomic properties, and Lewis symbols and Octet Rule;
- ✓ Have a basic understanding of ionic bonds, covalent bonds, resonance forms, exceptions to the Octet Rule, predicting molecular shapes (valence-shell electron-pair repulsion and symmetry and dipole moments), hybridization, and molecular orbitals;
- ✓ Have a basic understanding of phase equilibria (phases, phase diagrams, and energy changes), and crystalline solids;
- ✓ Have a basic understanding of expressing concentration, solubility and electrolyte solutions, net ionic equations, and colligative properties; and
- ✓ Understand and apply these acquired, prerequisite skills as a basis and tool for functioning in future course work.

25. **Course Title:** Physics
Grade Level: Grades 9-12

Course Description: This course is designed to provide instruction in two different areas. First, it provides the student with a basic understanding of the fundamental physical laws. Its goal is to enable the student to state and explain the fundamental concepts, definitions, and relations of mechanics in order to solve

Attachment B (Continued)

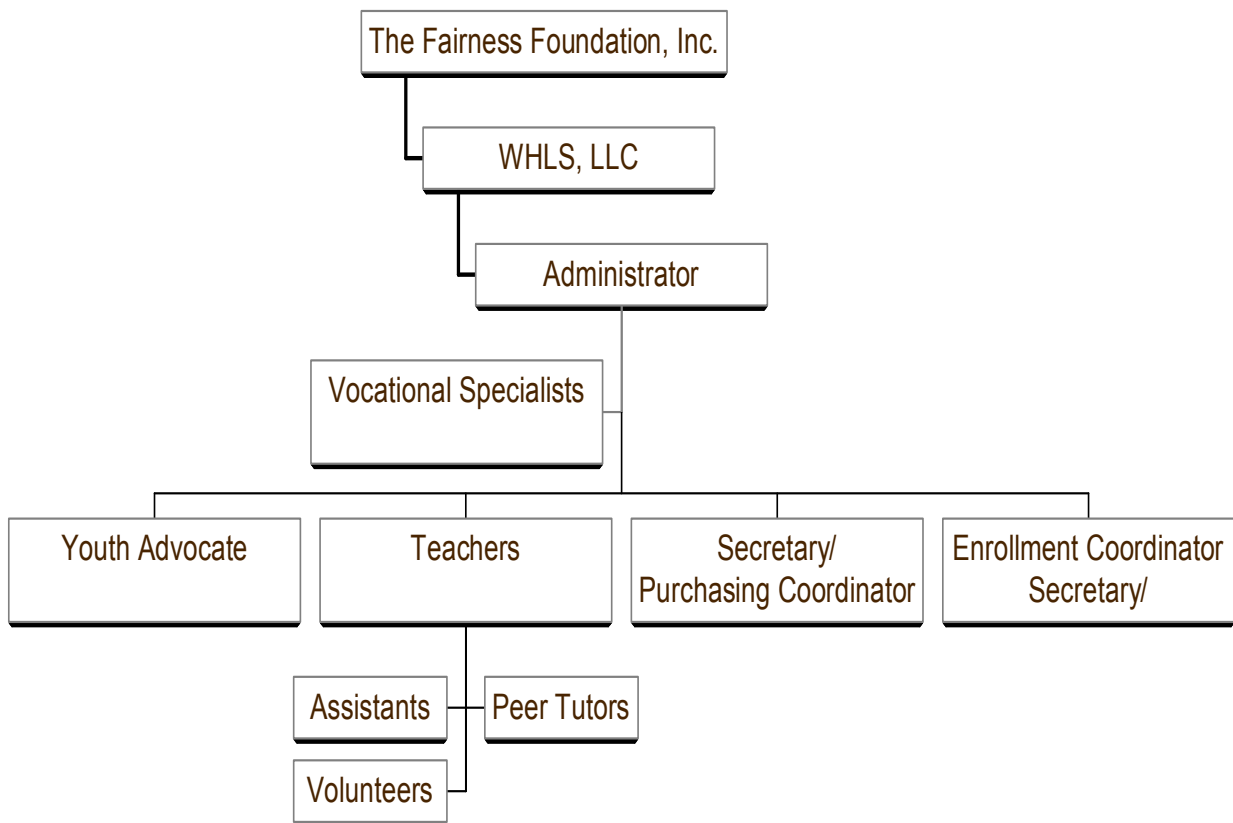
problems in Newtonian mechanics. This part of the course is specifically designed to increase one's ability to solve problems. The second part of the course is designed to fulfill the requirement in university science and engineering curricula for one semester of studying elementary classical electricity and magnetism (excluding lab work). Calculus-based, the series emphasizes a proven, consistent approach to problem solving. Plato computerized curriculum will provide the appropriate basic strategies for learning.

Course Outcomes: At the end of this course, the student will have obtained a sufficient mastery level of the materials covered to be able to do the following:

- ✓ State and explain the fundamental concepts of vector addition and subtraction;
- ✓ State and explain the fundamental concepts of one-dimensional kinematics;
- ✓ State and explain the fundamental concepts of two-dimensional kinematics;
- ✓ State and explain the fundamental concepts of particle dynamics and gravity;
- ✓ State and explain the fundamental concepts of work, kinetic energy, and power;
- ✓ State and explain the fundamental concepts of mechanical energy;
- ✓ State and explain the fundamental concepts of mass and linear momentum;
- ✓ State and explain the fundamental concepts of rotational kinematics,
- ✓ State and explain the fundamental concepts of torque and rigid-body motion;
- ✓ State and explain the fundamental concepts of angular momentum;
- ✓ State and explain the fundamental concepts of oscillation;
- ✓ State and explain the fundamental concepts of Coulomb's Law; and
- ✓ Perform fundamental problem-solving in the following areas: electric field, Gauss's law, electric potential, capacitors and dielectrics, current and resistance, DC circuits, magnetic field, Faraday's Law, inductance and E/M oscillations, and magnetic properties.

Attachment D Organizational Chart

The Life Skills Center of Indianapolis, Inc.



Attachment C Budget and Financial Matters

Pre-Opening
From Approval
to opening

Fiscal Year
2003-2004

Fiscal Year
2004-2005

Fiscal Year
2005-2006

I. Revenues

Carry-over from previous year	\$ -	\$ 1,000	\$ 340	\$ 267,315
Per Pupil Amounts	-	1,038,383	2,627,110	3,749,395
State Grants	-	7,500	15,000	22,500
Federal Grants	-	18,000	27,000	36,000
Private Grants	-	-	-	-
Other	754,555	516,155	-	-
	-	-	-	-
Total Revenues	\$ 754,555	\$ 1,581,039	\$ 2,669,450	\$ 4,075,210

II. Expenditures

Human Resources

Director/Principal Salary	20,835	50,004	54,004	58,325
Supervisors/Lead Teacher	-	-	-	46,656
Teacher (FT) Salaries	30,125	240,996	357,476	664,533
Teacher (PT) Salaries	-	-	-	-
Teacher Assistant (FT) Salaries	11,000	87,996	142,556	205,282
Clerical Salaries	19,667	59,004	63,724	68,822
Custodian Salaries	-	-	-	-
Consultants Salaries/Contracts	-	-	-	-
Other (Admin Staff) Salaries	12,500	37,500	40,500	123,055
Payroll Taxes	14,119	67,283	93,144	165,084
Benefits	6,589	37,327	51,673	91,584
Professional Development	-	18,000	22,000	35,000
Substitute Teachers	-	-	-	-
Board Recruitment	2,000	-	-	-
Board Development	3,000	3,000	5,000	5,000
Other Human Resources Expenses	-	-	-	-
Total Human Resources	\$ 119,835	\$ 601,110	\$ 830,077	\$ 1,463,341

Facility

Rent	6,000	120,000	160,147	228,474
Mortgage	-	-	-	-
Renovation/Construction	339,352	-	-	200,000
Debt Service	-	400,000	600,000	450,000
Utilities	6,000	36,000	40,000	44,000

Attachment C

Budget and Financial Matters

Maintenance	3,000	12,000	15,000	18,000
Other Facility Expenses	-	-		
Total Facility	\$ 354,352	\$ 568,000	\$ 815,147	\$ 940,474
Materials/Supplies/Equipment				
Textbooks and Other Instructional Supplies	8,818	63,000	85,000	105,000
Assessment	-	20,000	35,000	50,000
Instructional Equipment	16,000	-	8,000	8,000
Classroom Technology	65,000	-	15,000	20,000
Office Technology	10,000	-		10,000
Instructional Software	87,000	-	40,000	65,000
Library	-	-		
Office Furniture	12,000	-		6,000
Classroom Furniture	-	-		
Other Equipment	-	-		
Copying and Reproduction	1,600	9,600	12,000	15,000
Postage and Shipping	2,000	6,000	6,000	6,000
Telephone/Fax Lines	3,000	6,000	9,000	12,000
Long Distance Telephone Expenses	2,000	6,000	9,000	12,000
Internet Access	650	7,800	9,000	10,000
Other Material/Supplies/Equipment	31,000	31,200	35,000	40,000
Total Material/Supplies/Equipment	\$ 239,068	\$ 149,600	\$ 263,000	\$ 359,000
Additional Costs				
Contracted Services	4,500	184,988	391,911	505,790
Business Services	-	-		
Insurance	3,300	9,000	12,000	15,000
Marketing/Development	17,000	35,000	40,000	50,000
Legal Expenses	4,500	9,000	15,000	20,000
Accounting/Audit	1,000	6,000	10,000	15,000
Transportation	-	-		
Field Trips	-	-		
Food Service	-	-		
Other	10,000	18,000	25,000	50,000
Total Additional Costs	\$ 40,300	\$ 261,988	\$ 493,911	\$ 655,790
Total Revenues	\$ 754,555	\$ 1,581,039	\$ 2,669,450	\$ 4,075,210
Total Expenditures	\$ 753,555	\$ 1,580,698	\$ 2,402,135	\$ 3,418,604
Balance	\$ 1,000	\$ 340	\$ 267,315	\$ 656,606

Attachment C
Budget and Financial Matters

Pre-Opening
From Approval
to opening

Nov-02

Dec-02

Jan-03

Feb-03

Mar-03

Apr-03

May-03

Jun-03

I. Revenues

Carry-over from previous year	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 0	\$ 0	\$ 0	\$ (0)
Per Pupil Amounts	-								
State Grants	-								
Federal Grants	-								
Private Grants	-								
Other	754,555	1,000	1,000	1,000	6,084	14,895	357,747	99,886	272,943
Total Revenues	\$ 754,555	\$ 1,000	\$ 1,000	\$ 1,000	\$ 6,084	\$ 14,895	\$ 357,747	\$ 99,886	\$ 272,943

II. Expenditures

Human Resources

Director/Principal Salary	20,835				4,167	4,167	4,167	4,167	4,167
Supervisors/Lead Teacher	-								
Teacher (FT) Salaries	30,125							10,042	20,083
Teacher (PT) Salaries	-								
Teacher Assistant (FT) Salaries	11,000							3,667	7,333
Clerical Salaries	19,667					4,917	4,917	4,917	4,917
Custodian Salaries	-								
Consultants Salaries/Contracts	-								
Other (Admin Staff) Salaries	12,500					3,125	3,125	3,125	3,125
Payroll Taxes	14,119				625	1,831	1,831	3,888	5,944
Benefits	6,589				292	855	855	1,814	2,774
Professional Development	-								
Substitute Teachers	-								
Board Recruitment	2,000	1,000	1,000						
Board Development	3,000			1,000	1,000			1,000	
Other Human Resources Expenses	-								
Total Human Resources	\$ 119,835	\$ 1,000	\$ 1,000	\$ 1,000	\$ 6,084	\$ 14,895	\$ 14,895	\$ 32,619	\$ 48,343

Facility

Rent	6,000						2,000	2,000	2,000
Mortgage	-								
Renovation/Construction	339,352						339,352		
Debt Service	-								
Utilities	6,000							3,000	3,000
Maintenance	3,000							1,500	1,500
Other Facility Expenses	-								
Total Facility	\$ 354,352	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 341,352	\$ 6,500	\$ 6,500

Materials/Supplies/Equipment

Textbooks and Other Instructional Supplies	8,818							3,818	5,000
Assessment	-								
Instructional Equipment	16,000							16,000	
Classroom Technology	65,000								65,000
Office Technology	10,000								10,000
Instructional Software	87,000								87,000
Library	-								
Office Furniture	12,000							12,000	
Classroom Furniture	-								
Other Equipment	-								
Copying and Reproduction	1,600							800	800
Postage and Shipping	2,000							1,000	1,000
Telephone/Fax Lines	3,000							1,500	1,500

Attachment C
Budget and Financial Matters

Long Distance Telephone Expenses	2,000							1,000	1,000
Internet Access	650								650
Other Material/Supplies/Equipment	31,000							15,000	16,000
Total Material/Supplies/Equipment	\$ 239,068	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 51,118	\$ 187,950
Additional Costs									
Contracted Services	4,500								4,500
Business Services	-								
Insurance	3,300							1,650	1,650
Marketing/Development	17,000							1,500	15,500
Legal Expenses	4,500						1,500	1,500	1,500
Accounting/Audit	1,000								1,000
Transportation	-								-
Field Trips	-								
Food Service	-								
Other	10,000							5,000	5,000
Total Additional Costs	\$ 40,300	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,500	\$ 9,650	\$ 29,150
Total Revenues	\$ 754,555	\$ 1,000	\$ 1,000	\$ 1,000	\$ 6,084	\$ 14,895	\$ 357,747	\$ 99,886	\$ 272,943
Total Expenditures	\$ 753,555	\$ 1,000	\$ 1,000	\$ 1,000	\$ 6,084	\$ 14,895	\$ 357,747	\$ 99,887	\$ 271,943
Balance	\$ 1,000	\$ -	\$ -	\$ -	\$ 0	\$ 0	\$ 0	\$ (0)	\$ 1,000

Attachment C
Budget and Financial Matters

Fiscal Year July 2003 through June 2004		Jul-03	Aug-03	Sep-03	Oct-03	Nov-03	Dec-03	Jan-04	Feb-04	Mar-04	Apr-04	May-04	Jun-04
I. Revenues													
Carry-over from previous year	\$ 1,000	\$ 1,000	\$ (0)	\$ 0	\$ (0)	\$ 1,400	\$ 1,400	\$ 1,400	\$ 1,740	\$ 180	\$ 1,120	\$ 1,960	\$ 900
Per Pupil Amounts	1,038,383							173,064	173,064	173,064	173,064	173,064	173,064
State Grants	7,500							1,250	1,250	1,250	1,250	1,250	1,250
Federal Grants	18,000				6,000			6,000			6,000		
Private Grants	-												
Other	516,155	84,942	85,443	84,942	90,443	84,942	85,443						
	-												
Total Revenues	\$ 1,581,039	\$ 85,942	\$ 85,443	\$ 84,942	\$ 96,443	\$ 86,342	\$ 86,843	\$ 181,714	\$ 176,054	\$ 174,494	\$ 181,434	\$ 176,274	\$ 175,214
II. Expenditures													
Human Resources													
Director/Principal Salary	50,004	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167
Supervisors/Lead Teacher	-												
Teacher (FT) Salaries	240,996	20,083	20,083	20,083	20,083	20,083	20,083	20,083	20,083	20,083	20,083	20,083	20,083
Teacher (PT) Salaries	-												
Teacher Assistant (FT) Salaries	87,996	7,333	7,333	7,333	7,333	7,333	7,333	7,333	7,333	7,333	7,333	7,333	7,333
Clerical Salaries	59,004	4,917	4,917	4,917	4,917	4,917	4,917	4,917	4,917	4,917	4,917	4,917	4,917
Custodian Salaries	-												
Consultants Salaries/Contracts	-												
Other (Admin Staff) Salaries	37,500	3,125	3,125	3,125	3,125	3,125	3,125	3,125	3,125	3,125	3,125	3,125	3,125
Payroll Taxes	67,283	5,607	5,607	5,607	5,607	5,607	5,607	5,607	5,607	5,607	5,607	5,607	5,607
Benefits	37,327	3,111	3,111	3,111	3,111	3,111	3,111	3,111	3,111	3,111	3,111	3,111	3,111
Professional Development	18,000	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500
Substitute Teachers	-												
Board Recruitment	-												
Board Development	3,000		500		500		500		500		500		500
Other Human Resources Expenses	-												
Total Human Resources	\$ 601,110	\$ 49,843	\$ 50,343	\$ 49,843	\$ 50,343	\$ 49,843	\$ 50,343	\$ 49,843	\$ 50,343	\$ 49,843	\$ 50,343	\$ 49,843	\$ 50,343
Facility													
Rent	120,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000
Mortgage	-												
Renovation/Construction	-												
Debt Service	400,000							70,000	70,000	50,000	70,000	70,000	70,000
Utilities	36,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000
Maintenance	12,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000
Other Facility Expenses	-												
Total Facility	\$ 568,000	\$ 14,000	\$ 14,000	\$ 14,000	\$ 14,000	\$ 14,000	\$ 14,000	\$ 84,000	\$ 84,000	\$ 64,000	\$ 84,000	\$ 84,000	\$ 84,000
Materials/Supplies/Equipment													
Textbooks and Other Instructional Supplies	63,000	4,500	4,500	4,500	7,500	4,500	4,500	7,500	4,500	7,500	4,500	4,500	4,500
Assessment	20,000				5,000					15,000			
Instructional Equipment	-												
Classroom Technology	-												
Office Technology	-												
Instructional Software	-												
Library	-												
Office Furniture	-												
Classroom Furniture	-												
Other Equipment	-												
Copying and Reproduction	9,600	800	800	800	800	800	800	800	800	800	800	800	800
Postage and Shipping	6,000	500	500	500	500	500	500	500	500	500	500	500	500
Telephone/Fax Lines	6,000	500	500	500	500	500	500	500	500	500	500	500	500
Long Distance Telephone Expenses	6,000	500	500	500	500	500	500	500	500	500	500	500	500
Internet Access	7,800	650	650	650	650	650	650	650	650	650	650	650	650
Other Material/Supplies/Equipment	31,200	2,600	2,600	2,600	2,600	2,600	2,600	2,600	2,600	2,600	2,600	2,600	2,600
Total Material/Supplies/Equipment	\$ 149,600	\$ 10,050	\$ 10,050	\$ 10,050	\$ 18,050	\$ 10,050	\$ 10,050	\$ 13,050	\$ 10,050	\$ 28,050	\$ 10,050	\$ 10,050	\$ 10,050
Additional Costs													
Contracted Services	184,988	6,550	6,550	6,550	7,150	6,550	6,550	24,581	23,981	23,981	24,581	23,981	23,981
Business Services	-												
Insurance	9,000	750	750	750	750	750	750	750	750	750	750	750	750
Marketing/Development	35,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	2,000
Legal Expenses	9,000	750	750	750	750	750	750	750	750	750	750	750	750
Accounting/Audit	6,000	1,000			1,000			1,000			3,000		
Transportation	-												
Field Trips	-												
Food Service	-												
Other	18,000							3,000	3,000	3,000	3,000	3,000	3,000
Total Additional Costs	\$ 261,988	\$ 12,050	\$ 11,050	\$ 11,050	\$ 12,650	\$ 11,050	\$ 11,050	\$ 33,081	\$ 31,481	\$ 31,481	\$ 35,081	\$ 31,481	\$ 30,481
Total Revenues	\$ 1,581,039	\$ 85,942	\$ 85,443	\$ 84,942	\$ 96,443	\$ 86,342	\$ 86,843	\$ 181,714	\$ 176,054	\$ 174,494	\$ 181,434	\$ 176,274	\$ 175,214
Total Expenditures	\$ 1,580,698	\$ 85,943	\$ 85,443	\$ 84,943	\$ 95,043	\$ 84,943	\$ 85,443	\$ 179,974	\$ 175,874	\$ 173,374	\$ 179,474	\$ 175,374	\$ 174,874
Balance	\$ 340	\$ (0)	\$ 0	\$ (0)	\$ 1,400	\$ 1,400	\$ 1,400	\$ 1,740	\$ 180	\$ 1,120	\$ 1,960	\$ 900	\$ 340

Attachment C
Budget and Financial Matters

WHLS of Indiana, LLC
Indiana 4 -Year Projection
Employment Projections

# of Classrooms	Position	Estimated Salary	with 22% Benefits	Monthly Empl. Costs	Cumulative Monthly Costs
1	Administrator	\$ 50,000			
1	Vocational Specialist	\$ 37,500			
1	Secretary	\$ 22,000			
1	Secretary	\$ 22,000			
1	Family Advocate	\$ 31,000			
1	Spec Ed Teacher	\$ 30,000			
1	Enrollment Specialist	\$ 15,000			
1	Teacher	\$ 30,000			
1	Teacher	\$ 30,000			
1	Teacher	\$ 30,000			
1	Instructional Asst.	\$ 22,000			
1	Instructional Asst.	\$ 22,000			
Total		\$ 341,500	\$ 416,630	\$ 34,719	
2	Teacher	\$ 30,000			
2	Teacher	\$ 30,000			
2	Teacher	\$ 30,000			
2	Instructional Asst.	\$ 22,000			
2	Instructional Asst.	\$ 22,000			
Total		\$ 134,000	\$ 163,480	\$ 13,623	\$ 48,343
3	Asst. Administrator	\$ 40,000			
3	Asst. Vocational Sp	\$ 35,000			
3	Master Teacher	\$ 33,000			
3	Spec Ed Teacher	\$ 30,000			
3	Teacher	\$ 30,000			
3	Teacher	\$ 30,000			
3	Teacher	\$ 30,000			
3	Instructional Asst.	\$ 22,000			
3	Instructional Asst.	\$ 22,000			

Attachment C

Budget and Financial Matters

Total	<u>\$ 272,000</u>	<u>\$ 331,840</u>	<u>\$ 27,653</u>	<u>\$ 75,996</u>
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4	Teacher	\$ 30,000
4	Teacher	\$ 30,000
4	Teacher	\$ 30,000
4	Instructional Asst.	\$ 22,000
4	Instructional Asst.	\$ 22,000

Total	<u>\$ 134,000</u>	<u>\$ 163,480</u>	<u>\$ 13,623</u>	<u>\$ 89,619</u>
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Total - 4 Classrooms	<u>\$ 881,500</u>	<u>\$ 1,075,430</u>	<u>\$ 89,619</u>
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Employer Benefits:

State Retirement Pickup	3.00%
Medicare	1.45%
Social Security	6.20%
Unemployment	3.50%
Healthcare	7.85%
Total	<u><u>22.00%</u></u>

Attachment C
Budget and Financial Matters

WHLS of Indiana, LLC
Life Skills Center of Indianapolis
5 - Year Projection

	School Year	September ADM Count	Per Pupil Amount	Annual Amount Earned
Year 1	2003-04	300	\$ 6,922.56	\$ 2,076,766.92
Year 2	2004-05	450	\$ 7,061.01	\$ 3,177,453.39
Year 3	2005-06	600	\$ 7,202.23	\$ 4,321,336.61
Year 4	2006-07	750	\$ 7,346.27	\$ 5,509,704.17
Year 5	2007-08	800	\$ 7,493.20	\$ 5,994,558.14

	Calendar Year Paid	Monthly Amount
Year 1	2004	\$ 173,063.91
Year 2	2005	\$ 264,787.78
Year 3	2006	\$ 360,111.38
Year 4	2007	\$ 459,142.01
Year 5	2008	\$ 499,546.51